

## Parents' National Educational Union.

### BRANCH SECRETARIES.

Nothing definite having as yet been published concerning the duties attached to the office of a Branch Secretary of the P.N.E.U., it is hoped that the following hints may prove useful to those friends of the movement who are preparing to act in that capacity during the coming winter.

1. Any one willing to assist in the formation of a Branch of the P.N.E.U. in a fresh local centre, is invited to become an "Organising Branch Secretary *pro tem.*"

2. The first thing to be done is to interest a few friends in the P.N.E.U. and to convene a meeting. At this first meeting a committee should be formed, and the Organising Branch Secretary *pro tem.* would probably be elected Hon. Branch Secretary. It is usual to appoint a Chairman, Vice-chairman, and Auditor of Accounts, and it will be found convenient also to combine the offices of Hon. Secretary and Treasurer. This being the case, the Committee should pass a resolution authorising the Hon. Secretary to open an account in the name of the Branch at a local bank, and two other members of the Committee should be authorised to sign cheques. A form of resolution to the following effect should be passed:—"The Committee of the.....Branch of the P.N.E.U. do hereby authorise the Manager of the.....Bank to honour cheques signed on behalf of the above Society by any two of the following members:—

A.....  
B.....  
C....."

A copy of this resolution, with the signatures of the three members, should be signed by the Chairman and forwarded by the Secretary to the Manager of the Bank. By adopting this plan the Hon. Secretary is at liberty to fill out cheques, sign them, and get them signed by one other member of the Committee.

3. Preliminary matters having thus been settled, the Secretary should call in the first annual subscriptions, and forward the Branch fee (one guinea) to the Central Fund.

4. The next proceeding should be that of drawing up a few very simple Branch Rules, the fewer and simpler the better. All Branch Committees

a little child. And I have no doubt this was not sham modesty, but a profound conviction, for what Newton felt is literally true, and is recognised to be true by all the leaders in the scientific world, for the field of knowledge still remaining to be discovered is immeasurably vast, and the man who knows most has but a wider view of the unknown. But it is possible to master all ancient lore, so it has happened that students only of this have seemed to imagine they know everything—a result of stupendous ignorance.

Although I wish to consider the value of science teaching solely from the point of view of its value as an educational instrument, it must not be forgotten that the living interest of the subject is a vast factor in its power for this purpose, and, therefore, cannot be overlooked as merely utilitarian. It is now, of course, admitted that *interest* the student is a great part of the battle. But a boy must be dull indeed if he can take no interest in any science well taught. Most boys, if they are well taught, take a very great interest in scientific study. This alone doubles and trebles its value as an educational instrument. Another proof of this interest is that men who have mastered the elements of any science usually keep it up through their whole lives. How many Latin scholars do so even for five years? I am afraid I must apologise for the length of my remarks. But this may be enough to prove to those not too wedded to antiquity, the vast and supreme importance of preferring modern to ancient learning.—H. D. PEARSALL, Orpington, Kent.\*

Will some one who receives little boys into a school, preparatory for public schools, give us the benefit of their experience? What are the *important* subjects for home preparation, given, intelligence in the pupils, and cleverness in the teachers? What should a boy of average powers be able to do at seven years old? What should he aim at by eight, and again by nine if he is still at home? When should he begin Latin? If his father, who was at a public school, teaches him the old pronunciation, will it hinder him? Is "Via Latina" (Abbot) the best book? In geography, what are the important points to aim at? Any practical details will be most useful, and may hinder us from wasting time; those who, every term, receive new boys must know what subjects home-taught boys are most weak in. Teachers in National Schools have their lines laid down most clearly step by step, but we are left to pick up wisdom as we can.

MATER.

[\* We hope for further discussion of this important subject. Will our readers be good enough to look back to the July number? They will see that two important queries remain unanswered.—ED.]

are recommended to draft their rules first in committee; then to have a General Meeting, and to submit the rules, clause by clause, to the members for discussion and amendment. The rules should not be printed until they have been confirmed at a General Meeting. It is suggested that for the future the name of each Branch, with its members of committee, and Branch Rules, be printed on the first two pages of a four-paged sheet of paper, which shall form the outer covering of a copy of the Central Rules and Principles. If this plan be adopted, the first printing expenses of each branch will be very small.

5. London Branch Secretaries are asked to hold special meetings amongst themselves from time to time during each session, in order that they may confer together on matters relating to Branch Organisation. It has been suggested that each P.N.E.U. session shall include seven or eight months in each year, namely, from October 1st to the following 30th of April, or 31st of May. This point will be discussed at the September executive committee meeting.

6. It is hoped that a series of lectures may be organised for each session, to be held at different London Centres, so that all London Branches of the P.N.E.U. may have the opportunity of availing themselves of them. For this purpose the possibility of starting a Lecture Fund, to which all London Branches will be invited to contribute so much per member, will be discussed shortly.

7. As the Central Fund of the P.N.E.U. does not admit of the disbursement of the travelling and other out-of-pocket expenses of Provincial or District Organisers, it is suggested that each Provincial Branch shall form a Lecture Fund, to be devoted to this purpose. No doubt many good speakers who are wishing to help on the work of the P.N.E.U. would accept an invitation to give an address at some Provincial town, provided their expenses were guaranteed. This plan will be more easily carried out when friends are prepared to offer hospitality to any special Organiser or Lecturer whose services they wish to secure for the benefit of their own local centre. Sometimes also there will doubtless be good resident Lecturers in the same town or neighbourhood in which it is proposed to start a Branch.

8. Branch Secretaries are requested to send copies of their Branch Rules both to Miss Mason and Miss Sharland.

9. One hundred copies of the Central Rules and Principles will be supplied free of cost to any one undertaking the office of Branch Secretary or Organiser *pro tem.*, after which copies can be supplied at the rate of 1s. 9d. per 100, post free, to be obtained from Miss Sharland.

10. It is earnestly hoped that Branch Secretaries will do all in their power to assist Miss Mason and Miss Sharland, by keeping them posted up to date with their respective Branch news, so that complete accounts of the progress of the P.N.E.U. may be published constantly, and the mutual interests of London and Provincial Branches thus secured.

11. The duties of Branch Secretaries may be summed up as follows:—

- (i.) To convene all Committee Meetings, General Meetings, and Lectures. Branch Secretaries are advised to draw up a



short agenda paper before each Meeting, and to send a copy to each Committee Member when notice of the Meeting is given.

- (ii.) To collect Branch subscriptions, and to pay them into the Bank.
- (iii.) To take charge of the Bank Pass and Cheque Books.
- (iv.) To pay the Branch annual fee to the Treasurer of the Central Fund.
- (v.) To receive and pay all bills.
- (vi.) To enter particulars of each meeting in a Minute Book, and to have those Minutes read and confirmed at the next meeting before other business is proceeded with.
- (vii.) To send a notice of each Branch Committee Meeting, General Meeting, or Lecture to the Organising Hon. Secretary so soon as it is convened; also to forward particulars of such meetings and lectures to the Organising Hon. Secretary immediately after they have taken place. N.B.—London Branch Secretaries should send to Miss Sharland; Provincial Branch Secretaries to Miss Mason, Mornington House, Bradford.

12. As it is very desirable that the necessary printing for each Branch should be done at a small cost, Miss Sharland hopes to be able to supply Branch Secretaries with Printed Circulars, Notice and Receipt Forms, &c., in small quantities, and will furnish particulars on application.

13. It is intended after September, 1890, to issue leaflets in connection with the P.N.E.U. The Organising Hon. Secretaries are also hoping next session to be able to furnish Branch Secretaries with the names of Speakers and Lecturers when required.

E. C. SHARLAND,

*London and Central Organising Hon. Secretary, P.N.E.U.*

N.B.—Address after September 5th—Ayshford School, Uffculme, North Devon.



## Parents' National Educational Union Notes.

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On Tuesday, June 31st, a Public Meeting in connection with the above Union was held, by the kind permission of the Lord Bishop of London and Mrs. Temple, at London House, St. James's Square, Piccadilly. The chair was taken at 3.30 p.m., by the Right Rev. the Lord Bishop of London, the other speakers being the Right Rev. the Lord Bishop of Ripon, the Rev. Canon Daniel (Chairman of the Executive Committee), Dr. Gladstone, and the Rev. E. Wynne (Vicar of Forest Gate). The overflow meeting which took place on this occasion showed very clearly that much interest in this movement has already been aroused. A full report of the speeches will appear in the July number of the *Parents' Review*.

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NOTICE.—At a meeting of the Executive Committee of the above Union, held on Wednesday, June 4th, it was resolved, That persons not attached to a local centre be admitted as unattached members of the Parents' National Educational Union on payment of not less than 2s. 6d. annually to the Organising Hon. Secretary, Miss Sharland, 82, Sinclair Road, West Kensington Park, London, W.

It was also resolved at the same meeting, That the fee for life-membership shall be not less than £3 3s.

E. C. SHARLAND,  
Organising Hon. Sec. P.N.E.U.

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## Prizes.

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The work sent in for the Drawing and Painting Competitions is very satisfactory to Mrs. Steinthal. The following is her award:—

DRAWING PRIZE.—*First*, divided between Lily of the Valley and Luara Alexander. *Highly commended*—Columbine, a doll's cradle; Feliz Göttingen, the drawing of a bird. *Passed*—Bo-peep, Buttercup, Endeavour, Chatterbox, Excelsior, Charles Ralph Cooke-Taylor.

PAINTING PRIZE.—*First*—Maple-sugar, green pot and yellow flowers. *Highly commended*—Tadpole, blue jug and yellow pansies.

Mrs. Steinthal requests the prize winners to send their names and addresses to Wharfemead, Ilkley. Mrs. Steinthal will be very pleased to write to any of the competitors if they will send their addresses.

A PRIZE is offered for the best drawing of a pair of Outdoor Shoes, to be competed for by boys and girls under sixteen years of age.

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ness is engaged to be with them, they are left necessarily in the hands of the nurses. May I state my own experience in this matter? I had one little girl, and there was no kindergarten to which I could send her. I arranged her day in the following manner: From the age of five or six to nine—Scripture, hymn, and English reading with me at 10; easy French lesson with her French *bonne* at 10.30; walk at 11; sleep at 12 to 1, or as long as she wished. I may here add that she slept regularly up to the age of nine, when this rest was had by lying on the floor for thirty minutes or so in the school-room. In the winter, if fine, another walk or run till 3 o'clock, when a young daily governess came for an hour and a-half or so for easy lessons in geography, sums, music, and writing. The little child, though alone, was thus happily employed till her tea time, and a happier, merrier, *only* child was never seen. In the summer, the governess came first, and then the child walked either with me or her *bonne*, or had a game of play till bedtime with her little friends. I hope that mothers will endeavour to keep up if possible the old-fashioned but priceless boon of the mid-day sleep, doubly essential in these days of high pressure and excitement.—DINAH.

Answer to F. L. B.—London is a difficult place in which to train a laddie of Ernest's tastes or "no tastes." If it were at all possible to manage it I should like to send him for a year to a country rectory, where he could be out of doors many hours in the day without feeling that he was doing anything contrary to rules. Let him climb trees to see how birds build their homes and bring up their families. Let his clothes be such as will not easily tear, or will not cause much lamentation when torn. Gloves will no longer be a necessary evil, and pocket-handkerchiefs will be so much wanted for carrying home precious treasures of all kinds, dead or alive, that, although no doubt very dirty, they will, sooner or later, reach the washtub. If impossible to send him away from town, I would give him a morning or afternoon once or twice a week at the South Kensington Natural History Museum, among the birds and beasts, which are there so admirably displayed with their customary surroundings, telling the story of their life in the most fascinating manner. On the other days he might, with pencil, pen, wood, clay, or any other means, attempt to reproduce whatever most interested him. Ernest's mother does not say if her boy goes to a day-school, or has a governess or tutor, or if she teaches him herself. One thing he must be taught, and will learn but from her, to try to follow the example of the Boy of Nazareth who was subject to His parents, the pattern Boy as He is the pattern Man. The pattern One of whom we all, young and old, must be "imitators," if we desire to be true men and women.—E. E. J.

An institution for the training of kindergarten nurses of the type described in the last issue of the *Parents' Review* is much needed, and there is every hope that some such institution may be started early in the autumn. The lady who is anxious to establish this much needed institution is an experienced kindergarten trainer, and one who has long been connected with every effort for the spread of Froebel's principles. Her idea is to have ten young girls who will study in a kindergarten attached to her college, and also in a children's hospital—the best methods of dealing with children. She will train them in all that is noble and generous, and give them practical training in cooking, needlework, and household work.—KINDERGARTEN.



Then much playful talk mixed with wisdom, and an allegory which comes out in this: "Pride and lust, and envy, and anger, all give up their strength to avarice. The sin of the whole world is essentially the sin of Judas; men do not disbelieve their Christ, but they sell him." Strong meat this for the babes, but none too strong, as all who have measured the reflective powers of children will bear witness. And then, to end up with—

L. Your pencils, in fact, are all pointed with formless diamond, though they would be H H H pencils to purpose if it crystallised.

SYBIL. But what *is* crystallisation?

L. A pleasant question when one's half asleep, and it has been tea-time these two hours. What thoughtless things girls are!

SYBIL. Yes, we are, but we want to know for all that.

L. My dears, it would take a week to tell you.

SYBIL. Well, take it and tell us.

L. But nobody knows anything about it.

SYBIL. Then tell us something that nobody knows.

L. Get along with you, and tell Dora to make tea.

(*The house rises, but of course the LECTURER wanted to be forced to lecture again, and was.*)

We earnestly advise all parents, who feel that "With all thy getting get wisdom" is a counsel for their children, to bring them to the feet of the revered master, the last of our prophets, or nearly the last, by introducing them to "Ethics of the Dust" and "Sesame and Lilies." (The same price and the same publisher.)

*Hints on Child Training*, by H. Clay Trumbull, Editor of the "Sunday School Times" (Hodder and Stoughton), and *A Study of Child-Nature* from the Kindergarten standpoint, by Elizabeth Harrison, Principal of the Chicago Kindergarten Training School (where it is published). Here are two capital volumes for the parents' book-shelf, both marked by sound sense and by tender sympathy for the little folk. Mr. Trumbull tells us he writes without any theory of child-training, and the hints he gives are of the various "good plans" which tided him over some difficult hour. But there is more method than he allows in his madness, and his hints are very useful and suggestive. "Professor Porter, of Yale, said that the chief advantage of the college curriculum is that it trains a young man to do what he ought to do, when he ought to do it, whether he wants to do it or not." Almost "the unkindest treatment of a child is to give him everything he asks for." "Some of the best trained children in the world have been only children." "It is sadly to a parent's discredit when a child can truly say, 'My father, or my mother, never denied me any pleasure which it was fairly in his or her power to bestow.'" "The difficulty in the way is always with the parents, never with the children." "There are mothers who, without any thought of unkindness, are unwise enough to deliberately refuse a good-night kiss to their children as a penalty for some slight misconduct; . . . withholding this assurance of affection at a time when the tender heart prizes it above all else."

Mrs. Harrison, on the other hand, takes her stand on a carefully thought out educational basis. She knows *why* a child goes wrong and *how*

to set him right. A little boy of four is brought to her kindergarten. She finds there is a serious obstacle to mental growth, viz., self-consciousness. "What is the cause of it?" asks the mother. "If the child had not such a sensible mother," I replied, "I should say that he had been "shown off" to visitors until the habit of thinking that everyone is looking at him has become fixed in his mind." Instantly the blood mounted to her face, and she said, "That is what has been done. You know that he sings very well. Last winter my young sister frequently had him stand on a chair beside the piano and sing for guests. . . . If I had known then what now I do I would have died rather than have allowed it." We may or may not agree with Mrs. Harrison's analysis of body, mind, and soul, and with the teaching she founds thereon, but throughout the volume are scattered hints like the above, full of leading and light, which must needs be profitable to mothers.

Our readers would be interested in a remarkable pamphlet by Lady Welby, entitled *Witnesses to Ambiguity* (W. Clarke, Steam Press Office, Grantham, 3½d. by post). It is a collection of perhaps two hundred protests from the pens of the ablest philosophical writers against that vague use of words which is the gravest hindrance to accurate and practical thought. "As a fact, do any two persons really mean the same thing exactly by the words they use? Does even the same person at different times?" (Venn, *Empirical Logic*). Truly we are in great need of a "Science of Meanings" to clear the ground for all other science, and parents can do more than others to further such science by insisting that their children shall express their concepts in language as accurate as they know how to make it.

## OUR WORK.

The *Bücherbund* is open to receive new members, and students of German should find the Club very helpful and attractive. Address Miss Elsa d'Esterre-Keeling, 41, Holland Road, Kensington, W.

The *Fésole Club* is also open to new members, and as the studies advance the work should be more and more attractive to amateur artists. Address W. G. Collingwood, Esq., Lanehead, Coniston, Lancashire.

The *Parents' Review School* is open to parents who desire that children educated at home should have those advantages of a common standard classification, and periodic examination, for want of which the home-taught child compares disadvantageously with children who go to school. Address The Editor, care of Publishers, Paternoster House, Charing Cross Road, London.

The proper coupon should be sent in each case.

The *House of Education* is open to enrol students, who should begin work in January. Ladies who wish their daughters to be trained in matters belonging to child nurture, whether with a view to their future homes, to teaching, or to work as lady nurses, are invited to apply without delay to The Editor of the *Parents' Review*, Ambleside.



*Those Dreadful Turns*, by Themselves (Fisher Unwin, 3/6). The idea is a good one and is well carried out. Bosen and Middy write an account of their own adventures, with reflections natural to small boys. The reader has the amusement of an interesting child-study, made more safe for children than most books of the kind by the figment that Bosen and Middy are their own historians. They are two jolly little boys and get themselves into amusing fixes. Other small boys would greatly enjoy their adventures which, be it said, might lead to hazardous imitations.

*Old Tales from Greece*, by Miss A. Zimmern (Fisher Unwin, 2/6). Miss Zimmern justifies herself fully for the production of one more version of the Greek Hero tales. This is a charming little book and fills a gap. The author rightly judges that these old Greek tales, as told by the poets, are so interesting in themselves that the padding proper for fairy tales may well be left out. The illustrations are classical and instructive.

*Glimpses into Plant Life*, by Mrs. Brightwen (Fisher Unwin, 3/6). Mrs. Brightwen says, in her preface, "I want to enable my young friends to share the joy of spending hours in a garden learning to understand the structure of plants. I want to make them able when they see a bud, or a root, or a twig, to know what the history of that object is, how it comes to have the shape it takes, how it developed into its present condition, and what its next form will be." We can give no higher praise to this very charming volume than to say that Mrs. Brightwen has fulfilled her intention. The girls and boys who read her book will begin the study of botany with that keen interest in and understanding of the ways of nature in plant-life which is pretty effectually cured for the unfortunate child who begins with some nicely arranged little text-book intended to teach him all about Botany. There is no more fatal educational error than that of teaching children a miserable knowledge by rote of the facts of a science under the delusion that they are thereby acquiring the living science. Mrs. Brightwen opens the eyes of her "young friends" to see the living processes of plant-life and to observe and interpret the action of the floral organs, leaf and stem. Mothers, who lament their inability to teach Botany, will delight in Mrs. Brightwen's book both for themselves and for their children.

*The King's Own Book: being historical stories collected out of English Romantic Literature in illustration of the Reigns of English Monarchs, from the Conquest of William IV.*, edited by G. L. Gomme (Constable & Co., 6/-). Mr. Gomme thinks Mr. Andrew Lang has not covered all possible fields in his ever-welcome yellow, blue, and pink books. He claims, we think rightly, that hitherto English History and English Literature have not been appealed to. We have often wondered why the folk-tales told by Geoffrey of Monmouth, for example, have not been produced for the children. Mr. Gomme's plan is to give us sketches of particular events by famous authors, from Mr. Radcliffe to Sir Walter Scott, from William of Malmesbury to Thackeray. The same thing has been done before by Green the historian, by Miss Yonge, and others, but Mr. Gomme's selection is very welcome and very interesting. We believe that each story will serve two purposes—will create an appetite for the book from which it is extracted, and also, an interest in the period of which it treats.

*Miss Mouse and Her Boys*, by Mrs. Molesworth (Macmillan & Co., 4/6). Mrs. Molesworth tells a pretty, wholesome story of how a good little girl with a quaint grace of her own affects a household of rather lawless boys with whom she is brought into contact. The story is the prettier because Miss Mouse and her boys belong now to the generation of—we will not say grandmothers, for grandmothers are quite young nowadays,—but great-grandmothers and great-grandfathers.

*The Children of the Castle*, by Mrs. Molesworth (Macmillan & Co.), is another pretty tale of twin sisters who lived somewhere and somewhere at "the Castle," and had many adventures, chiefly with a wild Cousin Bertrand, who came to live with them, and who was the better for having done so. These young people lived a good deal in "Forget-me-not Land," where they saw many things, and we hope they will go on using their eyes; indeed Mavis' last sentence in the book is, "We learn to see better and better." Mrs. Molesworth's large *clientèle* of children will enjoy this story.

*Kleines Haustheater*, by Mrs. H. Bell (Arnold, 2/-). Mrs. Hugh Bell has once more done an excellent piece of service for the children. This time she has produced fifteen little German plays, short, sometimes only two or three pages in length, droll, idiomatic, and each of them with just such a little plot as children enjoy.

*A Masque of Dead Florentines*, by Maurice Hewlett, 'pictured' by J. D. Batten (J. M. Dent & Co., 3/6). We admire the pluck of author and artist in venturing to picture and put words into the mouths of Dante, Savonarola, Petrarch, Giotto, Fra Angelico, and other Florentines, who are held by most of us in some reverence. To say that verses and pictures never offend the reader's taste, nor strike one as painfully inadequate, is to give high praise to a very difficult undertaking. We can imagine that when recited and presented, this *Masque of Dead Florentines* would be very impressive.

*A Book of Nursery Rhymes*, illustrated by F. D. Bedford (Methuen, 5/-). This is a most daintily got-up volume. The pictures are quite "high art" in colour and design. They are, perhaps, a little less spirited than some less decorative illustrations we know of, but they certainly offer a study in harmonious colouring. The nursery rhymes include many old favourites: Little Boy Blue, Little Miss Muffet, and so on.

*St. Nicholas*, Vol. xxiv. (Macmillan & Co., 8/6), is, as usual, charming with stories and pictures and puzzles and poems and wise talks with boys and girls about themselves. The beautiful drawings of the sundews and pitcher-plants will please young botanists. The *Last Three Soldiers* is a nice blood-curdling tale for boys, and there are riddles and jokes and letters to St. Nicholas, in fact, the young people who failed to find delightful matter in this volume of St. Nicholas would be hard to please. The young people know that Mary Mapes Dodge is to be trusted as an editor.

*Little Folks* (Cassell & Co., 3/6), stands alone as a magazine for small people of, say, 10 years and under. The pictures in blue and in red and in yellow strike us as a pretty novelty this year. The little black girl and her baby silhouetted against a very rosy sunset sky illustrating *A Holiday Task*, will give rise to many experiments and effects tried against the

ate, everlasting and only purpose of the school." We should not doubt that character is no doubt the result of the school, as of all the other forces at work in life, but that the immediate purpose of the school is very distinctly *knowledge*, of the varied sorts for which a human being has proper affinities. Where character is the direct and immediate aim we are apt to get a somewhat priggish and shallow person whose little goodnesses are conscious and are apt to be fatiguing to others.

Again, Mr. Percy Ashley in *Some Notes on American Universities*, says that—"they have attempted to bring themselves into touch with the actual problems of the national life and to send their students out equipped to meet every-day needs." The old English Universities, he adds, have hitherto had another ideal. We hope that they will keep that other ideal, but enlarge it, not from the standpoint of economic needs, but from that of the affinities proper to man in the realm of knowledge: that is, that their training shall not be in the way of qualification, but of culture in an ever more inclusive sense.

Mr. Sadler, in his penetrating study called *A Contrast between German and American Ideals in Education*, again sounds the note with which he has made us familiar, that of the "educational unrest," which he finds alike pathetic and universal. If the writer of this paper does not make any dogmatic pronouncement as to a better way, he, at any rate, warns us off the shallows. He would not have us patch our old bottles with shreds of German or American or other educational thought. "Education is a life," and every nation must grow it out of its own soil. But Mr. Sadler offers us an ideal and a warning good for us to lay to heart. "Among the qualities which are most precious are resourcefulness, initiative, constructive ability, artistic power, leadership, trustworthiness, gaiety of mind, moral courage, reverence, faith. Yet these qualities are but little tested or developed by the ordinary kind of school studies. Let us beware, therefore, of riveting down on the nation a system of intellectual tests which will take no account of the very qualities on which in the long run national welfare most depends. Chaos may be a bad thing, but over-organization is worse."

*The Schoolmaster's Year Book and Directory for 1903* (Swan, Sonnenschein & Co., 5/- net). We congratulate the publishers on the production of a very useful handbook. Part I., under the head of General Information, treats of societies and organizations concerned with education, of official bodies so concerned, of colleges, diplomas, examinations, and what not, and contains a satisfactory history of the educational year 1901-1902. The powers of the Board of Education and the Teacher Registration Order are very fully dealt with. The information appears to be as complete and exact as we can expect in a general handbook. Part II. contains alphabetical lists of secondary schoolmasters and schools, and Part III. articles and reviews. There are some fifteen articles dealing in a liberal temper with the various educational questions that have come up during the year. Girls' schools and women teachers are necessarily left out, but no doubt a similar volume will be prepared in their interests. It seems to us that much judgment has been shown in covering topics of general educational interest in Parts I. and III., though the lists



are concerned only with secondary schoolmasters and secondaries for boys.

*Philosophy: its Scope and Relations*, by the late Henry Sidgwick (Macmillan, 6/6 net). Any utterance by the late Professor Sidgwick on the subject of Philosophy is important and in this posthumous publication a real difficulty in the mind of the student is elucidated. He has been tempted to imagine on the one hand that the kindred studies—Psychology, Logic, Ethics, and the rest, cover the whole ground; and that "Philosophy" is more or less a vague counter, current when thought is not definite; or, on the other hand, his conception of "Philosophy" is inclusive and exhaustive and he holds that in fact it covers all closely related subjects of enquiry. Now Professor Sidgwick's searching examination into the scope of philosophy leaves us with the certainty that philosophy is concerned in discovering and formulating the unifying principles which should bring into harmony and effectiveness all those sciences which affect individual and collective living. The writer's examination of the historical method adopted by the evolutionist is particularly instructive. The argument concerning the Darwinian theory is especially interesting, and the conclusion will be welcome to many of us who have felt ourselves in danger of being swept off our feet by the rash assertion that man is a material organism and nothing more. The author considers and demonstrates that the question of the immortality of the soul is in no wise affected by the Darwinian theory of evolution; and adds, "I conclude, then, that the historical method as applied to anthropology on the basis of Darwin's theory, leaves the metaphysical problem of the relation of mind and matter exactly where it was."

## THE "P.R." LETTER BAG.

[The Editor is not responsible for the opinions of Correspondents.]

### TO THE READERS OF THE "REVIEW."

I should like to draw the attention of all readers of the *Review* to the arrangements made by our Conference Committee. We have decided to try the experiment of bringing members of the Union together twice in the year and thus having two opportunities of rousing one another's enthusiasm and focussing P.N.E.U. thought. We are therefore going to have our Council Meeting (for election of officers, passing report, &c.), and our *Conversazione* on June 8th. Our Conference will take place about the end of October. This we hope will prove a less busy and therefore more convenient time than in the height of the London season. Full particulars of the *Conversazione* will be advertised in the *Review*. Meanwhile, I am able to say that Miss Mason will contribute a paper on questions which she hopes may be of help to us all at a moment when a general feeling of unrest exists in the educational world. The Committee feel that every effort should be made to spread the true principles for the diffusion of which the Union exists. Every P.N.E.U. member will receive an invitation to the *Conversazione*. The Secretary, 26, Victoria Street, will gladly

Casabianca. In these, as she says, the thread of truth there must be in them has developed into such a beautiful tissue, that, even if unsubstantial when tested, it is surely delightful to contemplate.

We almost owe an apology to our readers for recommending so well-known and deservedly esteemed a book as this, but new generations of readers are constantly rising to whom even the oldest and best known favourites may be introduced without impertinence.

We should like to see books of this kind more clearly printed. The type in this case is admirable, but the paper is rather too thin and transparent, necessitating the use of too little ink, and resulting in a blurred and indistinct effect which tires the eye.

*The Fairy Book*: The Best Popular Fairy Stories. Selected and rendered anew, by the Author of "John Halifax, Gentleman." (Golden Treasury Series). New Edition, 2s. 6d. net. (Macmillan: London and New York.)

All lovers of good books must feel heartily grateful to Messrs. Macmillan for bringing out the new half-crown edition of one of the most charming series of books published in any language, the series which took its name from Francis Turner Palgrave's almost perfect selection of English songs and lyrics. Although the field from which they have been selected is of the very widest, it has not been sought to publish as many works as could possibly be collected into a single series, but to make a very eclectic choice so that each book should rank as among the very best of its kind. This *Fairy Book* certainly takes that place. Brought out first in 1863, it has been reprinted no less than six times—the first five editions being in the more expensive form. We well remember the chorus of praise with which it was hailed on its first appearance, and it must have been among the most cherished friends of many of our readers in their childhood. How many thousands of very young readers must have stolen away into what Robert Louis Stevenson calls "the dear land of story-books" with this volume in their hands, and filled their imaginations with the valorous adventures and marvellous histories of the long procession of fairy heroes and heroines that moves in such picturesque fashion through these pages! Here, if anywhere, are "the shores of old Romance!" Here is the Eldorado of our childhood. Here are the "shining levels of the lakes and blue inland seas" where we went

"Sailing far away  
To the pleasant Land of Play;  
To the fairy land afar  
Where the little people are!"

The editor tells us quite frankly that this "is meant to be the best collection attainable of that delight of all children, and of many grown people who retain the child-heart still—the old-fashioned time-honoured classic fairy-tale." "It has been compiled," she says, "from all sources—far-off and familiar; when familiar the stories have been traced with care to their original form, which, if foreign, has been re-translated, condensed, and in any other needful way made suitable for modern British children."

Within the prescribed limits we may say that this aim has not only been

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attained, but attained with an added grace of manner and charm of style such as we had a right to expect from so delightful a story-teller as the Authoress of "John Halifax." Wherever, in any children's library, this book is wanting, we recommend our readers to lose no time in filling up the blank.

*An Easy History of England*: Dealing more especially with Political History. (For Standards VI. and VII.) By S. R. GARDINER. (London: Longmans.) This capital little book has, unfortunately, some defects: it is without an index; the "brief outline" at the end, occupying nearly thirty pages, is in too small type; dates are not printed at the head of the pages or chapters; and it contains some remarkably poor and sensational illustrations, among others which are quite suitable. How so eminent an historian as Mr. Gardiner can have permitted them to disfigure this otherwise admirable school-book is a mystery. The pretentious cover, we may add, is also in bad taste. We should like very much to see more harmony between the matter of the book and its form. Some may think this is of little consequence, but they should remember that we have to educate the eye as well as the understanding, and that it is through the eye as much as the ear that the mind is informed.

Apart from these external faults the little book is worthy of Mr. Gardiner, and that is saying as much for it as can be said. It is really one of the most hopeful and gratifying signs of our times, that men of the highest eminence in science and literature and in that most important, perhaps, of all branches of knowledge, the history of our race, should be so ready as they are to retire a while from their special studies to give their time to the teaching of the youngest student. It is not so long since nearly all our educational manuals were the production of a class of compilers, who were booksellers' hacks in the first place, historians and men of science in the second. Many of them got their knowledge from the first books which chanced to come in their way. Hand-to-mouth caterers for an uncritical public, they were the costermongers of literature. The "ragged notions and babblements" of which Milton complained long continued to be their staple. How widely different it is at the present day, when the teacher who is alive to his duty and his privilege, and to the interest of his pupils, can command the services of original thinkers and investigators—the best authorities and the ablest writers of the day!

As the title indicates, this is a sketch of the history of England treated *politically*. Do not let the teacher be timid about this, and be afraid of introducing politics into the school. Rightly viewed, all history is politics and all politics is history. Politics is the science of the orderly evolution of society. It is the knowledge of the best way in which men living in communities can get along together, pursuing the common good without sacrificing the liberty of the individual. The teacher, therefore, who wishes to be silent about politics must shut up his history-books, and leave the minds of his pupils a blank as to the beginnings and growth of the English nation, and as to the lives and deeds and characters of all the great men who have made it what it is.

We feel a certain debt of gratitude to Mr. Gardiner for his assertion of



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cultivated for various uses. Of these last, the lavender, rosemary, and patchouli are carefully grown in fields, and sold for perfumes. The sage, thyme, marjoram, and basil are also cultivated; they are sold in the markets for food seasoning. The cook calls them "pot-herbs." The mint, balm, catmint, penny-royal, horehound, and hyssop, are used in teas and in medicine. Side by side around the world and through time go the bees and the Labiate flowers of their garden. The long proboscis of the bee is just the right instrument to reach into and rifle the long narrow throat of the thyme blossoms, and the open mouth invites the visitor, and gives room for the bee's head to enter well, so that he shall by no means miss the pollen."

*Education and School.* (Thring: Macmillan) Every parent should possess this book. It is true that it deals largely with questions which concern the schoolmaster chiefly; as, for example, the classics as instruments of education, the conditions of a successful school, masters, environments, and so on. But even these are questions that indirectly concern even parents of young children. Some time, these will have to go to school, and it is well that parents should keep before them an ideal of school life, and an ideal school. Somehow, ideals have a way of fulfilling themselves; and the demand creates the supply. If schools are not perfect; if they turn out their men and women on a not much higher platform than the parents of these men and women occupied before; if there are radical faults in our schools, not only in method, but in principle—why, the fault lies not with schoolmaster or schoolmistress, but with parents. It is absolutely certain that our schools are what parents desire to have them, and are, on the whole, very much in advance of the parental ideal. Where they fail, does not Mr. Thring put his finger on the spot when he gives us these popular theories of education—theories which, by the way, parents do not put into words, but which they do allow to govern their action?

"Getting the children out of the way with an easy conscience, which is a luxury.

Getting them an advance on the home nursery, which is a luxury.

Getting them a good connection, which is a doubtful luxury.

Giving them a chance in an intellectual lottery, which is a chance."

It would, however, be a mistake to take up this volume merely as a sort of finger-post to a good school. It is full of wise hints, thoroughly practical and available for the training of children from the very first. Here, for example, is a useful remark: "It must be borne in mind that with the young memory is strong, and logical perception weak. All teaching should start on this undoubted fact. It sounds very fascinating to talk about *understanding everything, learning everything thoroughly*, and all those broad phrases which plump down on a difficulty and hide it. Put in practice, they are about on a par with exhorting a boy to mind he does not go into the water till he can swim. In the first place, a certain number of facts must be known before any complex thing can be understood even by those who are capable of understanding it." This is worth bearing in mind. The matter would have been made a little plainer if the strength of the "young memory" were not treated as an arbitrary fact, but if it were recognised that memory is the mere result of attention, and that the child's eager interest in everything—because every-

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thing is new to him—is the real secret of his good memory. Still, the fact remains, the memory is strong, and this is one of the natural truths which direct our efforts at education. We know that a dim perception of this truth lay at the foundation of the old system of learning by rote, which the modern educationalist condemns. But the mistake lay in not perceiving *why* children remember well; no pains were taken to interest them in the matter they were compelled to commit to memory, and the memory work of the old school was *nil* in educational value. But here we have suggestion as to wise action upon this fundamental truth.

"But memory is, or may be, very powerful; the ease with which little children pick up language shows this: parents do not wait till children understand everything before they teach them to talk, and could not if they would, because of the parrot power of the child. Nature herself prescribes a wise collection of material at first, without troubling how far it is understood; be sure if it interests, it is understood enough. This collection cannot begin too early; the same natural law that makes little children talk, makes little children have inquisitive minds, and power enough to take the next step too, and learn to read nearly as soon as they can talk well. This is not injurious. Injurious work is the forcing the child to continued exertion. The mind in this is like the body: look at the restless activity of the puppy when it is not asleep, but observe every half-minute or so it has its little rests and pauses. Look at the young child at play, it is the same. But take the puppy out a set walk, and it will probably die, because it cannot rest when it pleases. This is the law for the very young. No praise or blame must be used to hinder the little creatures from resting when they like, but within this limit let them have every opportunity of active exercise in body and mind. A good nursery library, which the children may use when and how they please, asking no leave, and under no compulsion, is an invaluable boon. Why should not the little restless mind have something to feed on? It is the doing a given amount of work in a given time which kills; whereas, by imperceptible degrees, with actual pleasure and no strain, a child may be allowed to acquire much knowledge in a desultory way. It is no effort, because there is plenty of time. If it is not done in this way, the poor child afterwards, at eight or ten years of age, is expected to learn in a year or two what might have been spread over the four or six previous years. This is *cram*, and very useless *cram* too.

Again:

"The fate of too many is decided by the time they are twelve years old, and the stamp of mediocrity pressed down heavily on them. For lost time not only means lost knowledge, but the lost power of getting knowledge. Just as on a journey a man who slept till midday always would not only be remaining still while he slept, but also getting fat and unable to move on when awake. It is too late to wish to run a race, however strong the wish may be, when your antagonist is not only half the race ahead, but you are too fat to move.

"There can be no doubt that not to give full opportunity of exercise to the young creature, both in mind and body, is as much against Nature and Nature's laws as to force it to continue action by injudicious severity or more injudicious praise." But Nature instructs us thus far, that there is a perpetual restlessness of curiosity, combined with great capacity for receiving any new impressions, because they are new, whether understood or not, in

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## THE "P.R." LETTER BAG.

[The Editor is not responsible for the opinions of Correspondents.]

DEAR EDITOR,—May we call the attention of your readers to a scheme which is intended as a preliminary attempt to meet the need felt by many educated women for more systematic and intelligent Biblical study.

No serious student of the Bible to-day can afford to ignore the fresh light continually pouring in from recent research and exploration—least of all those who are interested in the teaching of Scripture. It is an honour to England that the responsibility for teaching the Bible is so universally recognised, but we are beginning to see that those who teach it must study it more thoroughly.

There are many who have little opportunity or leisure to gain the knowledge which alone will enable them to resist the attacks of hasty and one-sided criticism. A three-weeks Vacation Term has been arranged at Cambridge, in order to provide facilities for Academic Bible Study on the level of honour work in other subjects. It is hoped that such a course of study, arranged on a Christian basis, and conducted by lecturers chosen, not as representatives of any particular school of doctrine, but as experts in their own subjects, may meet a very widely felt need.

As at present arranged the scheme will include courses of four lectures—from Dr. Kirkpatrick, on "Old Testament Religion"; Professor Swete, on "New Testament Christology"; Dr. Stanton, on "New Testament Times"; Dr. Rashdall, on "The Philosophy of Religion"; Mr. F. C. Burkitt, on "The Synoptic Gospels"; Rev. C. F. Burney, on "Genesis and Exodus"; Dr. Barnes, on "Isaiah"; Dr. Agar Beet, on "The Epistle to the Romans"; Rev. R. H. Kennett, on "The History of Israel", as well as single lectures on special subjects.

The terms, including lecture fees, and with residence at Newnham or Girton Colleges, will be £1 17s. 6d.; in lodgings, from £1 12s. 6d. per week.

MARY BENSON (*President of Committee*),

Tremans, Horsted Keynes,

BEATRICE CREIGHTON, *Secretary*,

Hampton Court Palace,

who will gladly give any necessary information.

DEAR EDITOR,—One is so accustomed to hearing the Kindergarten attacked as a mere place for play that one notes with a little amusement, though with much satisfaction, that your correspondent, Mrs. E. K. Johnston, admits that it is, after all, a serious institution. Whilst it is impossible to discuss the merits of the Kindergarten system within the limits of a short letter, the question raised, of its effect upon a child's nervous condition, is so important that I cannot refrain from writing a few words on the subject.



each book in the list. We are glad to see Edersheim's *The Life and Times of Jesus the Messiah* given as the authority for the life of our Lord, and *The Holy Gospels* (illustrated) S.P.C.K., as a picture-book.

*History of Western Europe*, by J. Harvey Robinson (Ginn & Co., 7/6). Professor Harvey Robinson appears to us to have treated what he calls "so vast a theme" with singular judgment and sincerity. This is no mere mass of facts, but a serious and thoughtful attempt "to state matters truly and clearly, also to bring the narrative into harmony with the most recent conceptions of the relative importance of past events and institutions." The author saves space by omitting persons and events of secondary importance, and traditional anecdotes, and this space he gives to "institutions under which Europe has lived for centuries—above all, the Church," and "the life and work of a few men of indubitably first-rate importance in the various fields of human endeavour—Gregory the Great, Charlemagne, Abelard, S. Francis, Petrarch, Luther, Erasmus, Voltaire, Napoleon, Bismarck." The second chapter treats of Western Europe before the Barbarian invasion—the last, of Europe of to-day. We are grateful to Mr. Robinson for a book which should do much to introduce European History into the advanced classes of our schools. We know of nothing which covers the same ground in so compact a volume, and with such fairness and simplicity. There are some thirty-six capital historical maps, and a number of other interesting illustrations. We have noticed one or two Americanisms in spelling, but none in style.

*The Sciences: a Reading Book for Children*, by E. S. Holden (Ginn and Co., 2/6). Again America comes to the fore with a school-book after our own heart. *The Sciences* is a forbidding title, but since the era of Joyce's scientific dialogues, we have met with nothing on the same lines which makes so fit an approach to the sensible and intelligent mind of a child. This is what we call a "first-hand" book. The knowledge has of course all been acquired; but then it has been assimilated, and Mr. Holden writes freely out of his own knowledge both of his subject-matter and of his readers. The book has been thrown into the form of conversations between children—simple conversations, without padding. About 300 topics are treated of: Sand-dunes, Back-ice, Herculaneum, Dredging, Hurricanes, Echoes, the Prism, the Diving-bell, the Milky-way and—shall we say, everything else? But the amazing skill of the author is shown in the fact that there is nothing scrappy and nothing hurried in the treatment of any topic, but each falls naturally and easily under the head of some principle which it elucidates. Many simple experiments are included, which the author insists shall be performed by the children themselves. We wish we could quote the whole of the singularly wise preface a *vade mecum* to teachers—but we must content ourselves with a few words: "All natural phenomena are orderly; they are governed by law; they are not magical. They are comprehended by someone; why not by the child himself? It is not possible to explain every detail of a locomotive to a young pupil, but it is perfectly practicable to explain its principles so that this machine, like others, becomes a mere special case of certain well-understood general laws. The general plan of the book is to awaken the attention; to convey useful knowledge; to open the doors towards nature. Its special aim is to stimulate observation and to excite a living interest in the world that lies about us."

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THE  
PARENTS' REVIEW:  
A MONTHLY MAGAZINE  
OF HOME-TRAINING AND CULTURE.

"EDUCATION IS AN ATMOSPHERE, A DISCIPLINE, A LIFE."—*Matthew Arnold.*

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Editorial.

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Here is a suggestive anecdote of the childhood of Mrs. Harrison, one of the pair of little Quaker maidens introduced to us in the "Autobiography of Mary Howitt," the better known of the sisters. "One day she found her way into a lumber room. There she caught sight of an old Bible, and turning over its yellow leaves she came upon words that she had not heard at the usual morning readings, the opening chapters of St. Luke—which her father objected to read aloud—and the closing chapter of Revelation. The exquisite picture of the Great Child's birth in the one chapter, and the beauty of the description of the New Jerusalem in the other, were seized upon by the eager little girl of six years old with a rapture which, she used to say, no novel in after years ever produced."

And this of a child of five from a letter of to-day. "The little ones read every day the events of Holy Week with me. Z. is inexpressibly interesting in his deep, reverent interest, almost *excitement*."

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We are probably quite incapable of measuring the religious receptivity of children. Nevertheless, their fitness to apprehend the deep things of God is a fact with which we are called to "deal prudently," and to deal reverently. And that because,

as none can appreciate more fully than the "Darwinian," the attitude of thought and feeling in which you place a child is the vital factor in his education.

"Begin it, and the thing will be completed!" is infallibly true of every mental and moral habitude: completed, not on the lines you foresee and intend, but on the lines appropriate and necessary to that particular habitude. In the phrase "unconscious cerebration," we are brought face to face with the fact that, whatever seed of thought or feeling you implant in a child—whether through inheritance or by early training—grows, completes itself, and begets after its kind, even as a corporeal organism. It is a marvellous and beautiful thing to perceive an idea—when the idea itself is a fine one—developing within you of its own accord, to find your pen writing down sentences whose logical sequence delights you, and yet in the conception of which you have had no conscious part. When the experienced writer "reels off" in this fashion, he knows that, so far as the run of the words, the ordering of the ideas go, his work will need no revision. So fine a thing is this that the lingering fallacy of the infallible reason established itself thereupon. The philosopher, who takes pleasure in observing the ways of his own mind, is a thinker of high thoughts, and he is apt to forget that the thought which defiles a man behaves in precisely the same way as that which purifies: the one, as the other, develops, matures, and increases after its kind.

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How does this bear on the practical work of bringing up children? In this way: We think, *as we are accustomed to think*; ideas come and go and carry on a ceaseless traffic in the rut—let us call it—you have made for them in the very nerve substance of the brain. You do not deliberately intend to think these thoughts; you may, indeed, object strongly to the line they are taking (two "trains" of thought going on at one and the same time!) and, objecting, you may be able to barricade the way, to put up "No Road" in big letters, and to compel the busy populace of the brain-world to take another route. But who is able for these things? Not the child, immature of will, feeble in moral power, unused to the weapons of the spiritual warfare. He depends upon his parents; it rests with them to initiate the thoughts he shall think, the desires he



shall cherish, the feelings he shall allow. Only to initiate; no more is permitted to them; but from this initiation will result the habits of thought and feeling which govern the man—his *character*, that is to say. But is not this assuming too much, seeing that, to sum up roughly all we understand by heredity, a child is born with his future in his hands? The child is born, doubtless, with the tendencies which should shape his future; but every tendency has its branch roads, its good or evil outcome; and to put the child on the right track for the fulfilment of the possibilities inherent in *him*, is the vocation of the parent.

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But religious training, and the Bible? It is so hard to know what to teach when everything is an "open question." Courage. Nothing is lost yet, and the future is for us. We yield, not the Scriptures, but one or other of the old canons of interpretation, as science shows it to be untenable; but we look her in the eyes and interrogate her sharply; and, above all, we are intolerant of the assumption of infallibility in a teacher who is ever smearing out with wet finger some lesson of yesterday, because it is not the truth of to-day. Are we not on the verge of a new criticism, not historical, and not natural, but *personal*? Is not physiology hurrying up with the announcement that to every man it is permitted to mould and modify his own brain? That, not heredity, and not environment, but education, is the final and the formative power? That *character* is the man, and education is the maker of character, howsoever much she owe her material to the other two.

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And how should this affect our study of Holy Writ? By concentrating criticism upon the personages of the Bible rather than upon the recorded events. First upon the authors—known or unknown: the instruction in righteousness is not less or more, whether Moses or another, Isaiah or another, wrote the words. Is it in human nature, is it in the nature of *authors*, for a man to suppress himself as the authors here? Where do the little affectations and vanities of the man of letters crop up? Where are the turgid utterances, the egotistical, the bombastic? Even Plutarch, prince of biographers, cannot refrain himself; he gives you his opinion of his man, and illustrates it by

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delightful anecdotes; but to set the man himself before you for judgment without a yea or a nay—not Plutarch or another has been able for this, least of all the biographers of to-day. Where, in the stories of Abraham, Isaac, or Jacob, of prophet, priest, or king, have we moral disquisitions? Is not rather the principle made plain all along the line that right and wrong are self-evidenced, calling for neither praise nor blame; unadorned straightforward narrative is enough when every man carries the judge in his bosom. And then the persons—how the springs of human action are laid bare, how they rise from out the sacred page, not a gallery of Hebrew portraits, but a procession of the living, more manifest than the people with whom you sit at table every day! Whence is this, if not by the inspiration of God? And how majestic do some of them take shape before us! How feeble are patriotism, enthusiasm, altruisms, all the fine words of to-day, to express the law-giver of Israel, the prophet, the poet, the leader of men, a man of like passions with ourselves, too, but how incapable of self! "*Moses, Moses, und immer Moses!*" Truly this one character is enough to stimulate us to the bringing up of godly and manly youth. And in what two or three wonderful touches have we set before us the education that made him. And all the time, no praises, never a story told for his exaltation, no more ever than the flow of lucid narrative showing only events in their course. Here is essential truth; here is a two-fold inspiration. First, to produce the man Moses; next, to portray him. Ah, but, the "evolution of history!" Truly, if man is to be measured by the heaped up praises of his biographers, every year we produce many, not only greater than Moses, but greater than Christ! When does biography issue from the press so free of laudations as are the four evangels? O, "the sweet reasonableness of Christianity!" the most sober sanity of that great company elected to hand over to us the counsels of God.



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## BOOKS.

"En hoexkens ende boexkens."

WE noticed last month Dr. Schofield's *Elementary Physiology*, a work which might well be mastered by every school-boy and school-girl. This month let us call attention to the same author's *Manual of Hygiene* (in two volumes, 2s. 6d. each. Allman & Son). There has been absolutely nothing of the kind published so practical, useful, and interesting to the lay reader since the appearance of Dr. Andrew Combe's works on physiology. "Combe" was in its day a veritable boon and a blessing to men; and many of us have stuck faithfully to our old friend—the closely printed pages packed with anecdotes and illustrations—in spite of the endless admirable primers and manuals of physiology and hygiene which should have displaced a work over half a century old. But there is no denying the fact, "Combe" is a little out of date, and we are quite willing to admit it, now that we have found his successor. Written on quite different lines, Dr. Schofield's *Manual* has the same delightful freshness, the same wealth of interesting anecdote, and the same gossipy style; we do not mean impertinent reading-made-easy gossip that comes down to your level, but the pleasant neighbourly gossip we all love, for "'tis our nature to."

And these volumes, which would be pleasant reading for an idle half-hour even if they dealt with matters of no particular moment to us, do, in fact, treat of subjects which every reasonable human being should make himself acquainted with. Parents, especially, who have the charge of other lives than their own, feel the need of a practical, readable work, which, while avoiding the anatomical details the medical student must master, yet tells in non-technical language all that lay persons need to know of the organs and their functions, the tissues and their uses, the means of supporting, developing, and keeping these in health, and of nipping in the bud any tendency to disease. But a mere manual of health, based on physiological facts, is not enough for us in these days: this is an age of progress, and the science of life especially has made marvellous strides in the last fifty years. "Only a few years ago," says Sir John Lubbock, "bacteria seemed mere scientific curiosities," while now "the interesting researches of Burdon-Sanderson, Greenfield, Koch, Pasteur, Toussaint, and others seem to justify the hope that we may be able to modify these and other germs, and then by appropriate inoculation to protect ourselves against fever and other acute diseases." Dr. Schofield not only brings his readers up to date in the matter of discoveries, but treats the whole subject of life and health from the standpoint of the modern scientist, and at the same time with a reverent sense that



so that it was almost as if the godfather no longer belonged to earth, but was already in heaven.

But all the time the old man had not lost sight of the boy's talent for drawing, for he could himself draw very fairly, as the heads on the wall and many beautiful designs for clocks testified which were carefully painted in oils. He had often taken him with him into the wood and field, and talked with him, and sat near him for hours, when he drew out paper and pencil at his bidding, and began to draw. The old man carefully collected all the leaves which Heinerle had already drawn, flowers and trees, and the faces of the people in the village. He made him observe each flower, and pointed out its special beauty, and each tree he made him follow from its roots to its branches, that he might draw it as God created it; and more than once he had said to him that it was the glory of art to follow the works of God, and to reproduce on paper God's honour and majesty. For every true artist must say with his works, "I seek not mine own, but my Father's honour, who is in Heaven." And so no artist must produce bad work, or he disgraces his Master, whom, in any case, he cannot excel.

Thus one light after another dawned upon Heinerle, who would so gladly have set to and become an artist in real good earnest, though he saw no prospect of that as yet. For how he could fit it in with watch-making, organ-building and playing, sign-painting, or with the singing, praying, and concocting little potions, in which last he was also educated, was about as clear to him as his schoolmaster's art of reckoning, of which, as mention has been made, he understood nothing. And yet it was coming to him quicker than he thought.

*(To be continued.)*